



**Honors Program / Phi Theta Kappa
Annual Unit Plan for Academic Year 2014-15
Planning Year 2013**

STEP I: DESCRIBE YOUR DEPARTMENT/UNIT

a. Department Mission/Connection to College Mission

Honors

Mission: The Honors Program seeks to prepare students for transfer and to heighten students' educational experiences.

The Honors Program supports Cerro Coso's mission to provide academic instruction to promote fulfillment of four-year college transfer requirements and encourage degrees. The Honors Program encourages and recognizes students' academic excellence, degree completion, and transfer readiness.

Phi Theta Kappa

Mission: Phi Theta Kappa is an international honors society for community college students. Its mission is to recognize and encourage academic achievement of community college students and provide development opportunities through participation in leadership, honors, service, and fellowship.

Phi Theta Kappa supports Cerro Coso's mission to encourage degree completion. Phi Theta Kappa membership is one of the ways students are recognized for their academic excellence at Cerro Coso. Our chapter also offers students opportunities for chapter leadership and community and college service.

b. Partnerships

Honors

Continuing Educational Partnerships:

The Cerro Coso Honors Program maintains several memberships, each benefitting our Honors Program students:

- UCLA's Transfer Alliance Program (TAP)



- Through UCLA's Transfer Alliance Program, our Honors Program works directly with UCLA to help our Honors Program students transfer to UCLA. Our Honors Program Counselor certifies our Honors Program graduates who then receive priority consideration for admission to UCLA. As a result of this agreement, nearly all of our program graduates who have applied to UCLA have been accepted.
- UCLA hosts a TAP/Transfer Conference each November where prospective transfer students learn about UCLA's opportunities, tour the campus, attend workshops, and talk with departmental representatives. Each year, several of our Honors Program students attend.
- Our Honors Program graduates are eligible for TAP scholarships at UCLA, and several of our graduates have received them.
- Honors Transfer Council of California (HTCC)
 - The Honors Transfer Council of California is a collection of 50+ California community college honors programs.
 - HTCC negotiates transfer agreements for our Honors Program graduates at several universities:
 - University admission: UC Berkeley, UC Irvine, Azusa Pacific University, Chapman University, Loyola Marymount University, Mills College, and Whitman College
 - Honors Program to Honors Program: CSU Fullerton, San Diego State, University of San Diego, Azusa Pacific University, Pitzer College, and Pomona College
 - HTCC sponsors an undergraduate research conference at UC Irvine each spring, providing our Honors Program students an opportunity to do many of the things ideally suited for transfer:
 - do independent research
 - work closely with a mentoring instructor
 - improve their public speaking skills, both in multiple practices with faculty groups at Cerro Coso and then at the conference itself
 - strengthen their personal statement and transfer application
 - be eligible to publish an abstract
 - be eligible for several HTCC scholarships
 - be eligible to complete for a UCI Research Fellowship, if students plan to attend UC Irvine
- Western Regional Honors Council (WRHC)
 - The Western Regional Honors Council is part of the National Collegiate Honors Council (NCHC) representing community college and university honors programs across 13 western states. While we are part of the Western Regional Honors Council, we are not a member of the National Collegiate Honors Council.
 - WRHC offers our students opportunities to publish and to attend conferences, though the latter are cost-prohibitive as they are typically out of state.

Phi Theta Kappa

Continuing Educational Partnerships:

Our local Phi Theta Kappa chapter, Beta Kappa Chi, partners with the Phi Theta Kappa international organization and is part of the California/Nevada region of Phi Theta Kappa.



c. Special Initiatives for Student Engagement

Honors

Continuing recruitment efforts:

- The Honors Program Counselor works with all of the high schools in the Cerro Coso service area to recruit outstanding high school graduates through direct mailings.
- We continue to offer several scholarships each year to students:
 - \$1,000 President's Scholarship to an incoming student used to recruit graduating seniors
 - \$500 Transferring Honors Student Scholarships to two outstanding graduating Honors Program students
 - Honors Research Scholarship to all students presenting their research at the UC Irvine Undergraduate Research Conference
- We also rely on several other avenues of information to inform interested parties:
- Honors Program web site
- Cerro Coso web site, college publications, and local press to celebrate our Honors Program students' successes
- Information bulletin board
- Preview Day and other college events
- Honors Program Brochures included in orientation sessions
- Academic Senate reports
- Instructor and counselor recommendations to students

Continuing student engagement:

- The Honors Program students are taking advantage of the opportunities of the Honors Program that extend beyond Cerro Coso, attending UCLA's Transfer Conference and presenting research at the HTCC Undergraduate Research Conference, which challenges students to do something that they otherwise would not have the opportunity to do.
- We provide recognition to our Honors Program graduates with a banquet for them and their families and recognition at commencement with honors regalia and commencement program notations.

New Last Year:

- Honors Program held information sessions at ESCC for faculty and students.
- The inability to access ODS reports identifying eligible Honors Program students has not been remedied but an interim measure from District has been established so that we can once again provide direct mailings to Cerro Coso students eligible for the Honors Program.

Phi Theta Kappa

Continuing recruitment efforts:



- Direct mailings early in the fall and spring semesters to all eligible Cerro Coso students
- Follow up e-mails from Phi Theta Kappa to all eligible students
- Ten \$45 scholarships paid for by our local chapter to help offset membership fees for new members
- Promotion of Phi Theta Kappa via the Cerro Coso web site, college publications, and local press
- Preview Day, Earth Day, Relay for Life, and other college and community events designed to reach current and/or future Cerro Coso students

Continuing engagement efforts:

- Leadership opportunities: election and training of chapter officers
- Service opportunities: engagement in service projects at Cerro Coso and in our community, such as Relay for Life and Earth Day
- Several scholarships exclusive to PTK members and also a few for non-PTK members
 - All-USA Academic Team
 - Jack Kent Cooke Foundation Undergraduate Scholarship
 - Guistwhite Scholar Program
 - Barry Goldwater Scholarship
 - Coca-Cola Leaders of Promise Award
 - Several other scholarships available to Phi Theta Kappa members on their web site
- Recognition of our Phi Theta Kappa students for their academic achievement
 - Annual induction ceremony of new members
 - Press releases
 - Graduation regalia and commencement ceremony program notation
 - Automatic inclusion in the National Dean's List publication of college honors students
 - A golden key membership pin
 - A certificate of membership

New last year:

- Information bulletin board at IWV campus
- Facebook for our college's chapter (replacing our chapter web site)

STEP 2: REVIEW PROGRESS AND PLAN FUTURE STRATEGIES

a. Progress Made on Program Review: Honors Program



Year of Last Program Review: Spring 2009

Progress: Since our Program Review was tied to our Transfer Alliance Program Review, the Honors Program Committee has attempted to address the all of the recommendations made:

1. Advising

- Ensure that underrepresented students have ample opportunity and encouragement to participate in the honors program.
 - Progress: Steady improvement. We have expanded outreach efforts to all students, including targeting underrepresented students through EOPS and other Cerro Coso programs. Adding Penny Talley, Assistant EOPS Director and DSPS Counselor, to the Honors Program Committee ensures seamless connection between these programs.
- Extend program curriculum to reach satellite campuses as a way of increasing student participation and drawing a more diverse group of honors students.
 - Progress: Excellent. Our major initiative in the Honors Program was the creation of a contract system that now allows all Cerro Coso students, not just its IWV students, to have access to and complete the Honors Program. At the time of the 2009 review, the Honors Program had grown to 19 students. It now has over 50 students; however, we still need to reach out to non-IWV students since they remain a very small percentage of Honors Program students. Extending the program curriculum, while an essential first step, is not sufficient.
- Revise GPA requirements for honors program entry and exit. Lower the GPA requirement for program entry from 3.50 to 3.25 in order to increase the number of students eligible to participate in the program. Also, to ensure a competitive advantage for transferring students, raise the required exit GPA from 3.25 to 3.50.
 - Progress: Completed. In 2009, Cerro Coso Honors Program was the only TAP school that required a 3.25 GPA (the average was 3.16). We changed our entry GPA requirement to a 3.25. We also added a specific requirement that students be eligible for English C101, which also aligns with what other honors programs require in California and has ensured that our Program students are prepared for Honors-level writing. The Honors Program committee disagreed with the recommendation to raise the required exit GPA to 3.5 for several reasons. First, only one other TAP school in California requires a 3.5 GPA to complete honors; in fact, the average is 3.16, so our 3.25 seems in line with other TAP colleges. Second, while we understand that students graduating with a 3.25 GPA will not be competitive for UCLA or other UC schools, many of our honors program graduates transfer into the California State University system, where their GPAs are sufficient. Third, the honors program faculty members were afraid that the high exit GPA may encourage grade inflation as students who do not earn A's are at risk of washing out of the program. Finally, many of our honors students attend Cerro Coso for less than the standard two years because they have passed several AP exams, or they find out about the honors program in their second semester, so they complete the honors program within a year. It seems unreasonable to expect students entering with a 3.25 GPA to then raise that GPA to a 3.5 within a year.
- Promote the strong sense of community among honors students. Encourage honors students' interaction outside of class through one or more of the following: development of a student-run honors club, addition of a formal service-learning component, or provision of a designated space for honors students to gather.

- Progress: Little. Moving to all Cerro Coso sites and online has only increased our students' disconnectedness. We provide a few activities outside of the class, including one out-of-town trip per semester, and aim to add at least one mixer and orientation per year. The Honors Program Committee believes that adding a club or service-learning component contradicts efforts to expand the program college-wide, where such opportunities cannot be available. Given the budget climate, adding a designated space for honors students to gather, especially at all college sites and online, is not feasible for us.
- Increase clerical support and other resources for counseling. Create a staff position that provides at least 10 hours per week of additional, stable clerical support to lighten the counselor's workload and increase the program's capacity to support a growing number of students. To further address challenges that come with continued program growth, consider increasing the counselor's release time or creating an additional honors counseling position.
 - Progress: None. The Honors Program Committee, and the Honors Program Counselor specifically, agrees with this recommendation. We think this level of support is important and would help us expand the program.
- Locate campus-wide advising services within closer proximity to each other. House various student-service programs together to strengthen existing collaborations, facilitate student referrals, and save time for both students and administrators.
 - Progress: Some but this is not within our Program's control. Cerro Coso plans a One-Stop Shop, giving students the ability to get answers on many issues in one location.

2. Faculty and Curriculum

- Expand curriculum in terms of (1) formats, (2) scheduling, and (3) topics. (1) Implement a contract system on a limited basis and consider piloting one or two online courses. Doing so will allow students more options and increase their opportunities for honors participation. Draw from contract models in place at other honors programs, and conduct site visits at these colleges to learn more about successful honors contract implementation. (2) Offer evening honors courses to facilitate program participation and success of nontraditional students. (3) Include additional math and science honors courses to better serve the many math- and science-oriented students. Seek collaborations with other programs on campus (such as the pre-engineering program) to tie into additional support for honors math and science components.
 - Progress: Excellent. We added contracts, which has not only added all non-IWV students but has also increased the topics. In addition, to better serve our students and balance out our course offerings, we are developing new honors courses in Astronomy and Anthropology, courses that already run consistently full (or even multiple) sections at IWV and that are non-humanities.

3. Advisory Committee

- Expand committee representation to allow more diverse input in the interests of program growth and development. Invite representatives from DSPS, Puente, and TRIO to join the committee.
 - Progress: As much as we can do has been done. The Assistant EOPS Director, who is also a DSPS Counselor, is a member of the honors program committee, and we do not have the other programs.
- Restructure committee meetings to facilitate schedule as well as completion of tasks. Identify specific problems for the committee to work on, then break the committee into task-oriented sub-committees that meet at regular intervals to address specific issues. Have subcommittees or their chairs report progress at periodical meetings of the entire advisory committee.



- Progress: Given the small size of the honors program committee, the committee believes that there is not much to break down into subcommittees. Communication to the college as a whole is a better goal.

4. Outreach and Recruitment Efforts

- Expand curriculum to give students at satellite campuses and those taking evening course the opportunity to join the honors program.
 - Progress: Completed. Achieved through contracts. We planned our first honors class at KRV, PSYC C101H.
- Direct more assertive outreach efforts toward programs for underrepresented students. Strengthen ties with programs like EOP&S, DSPS, and TRIO in order to increase participation of underrepresented students. Establish written outreach agreements or contracts between programs for underrepresented students and the honors program. Base these contracts on examples from programs like the Cerritos College honors program.
 - Progress: The Honors Program committee has increased its presence in orientations with these student groups to expand our outreach.
- Increase the number of honors students participating in outreach. Use current honors students as a resource to recruit fellow non-honors students. Add a service-learning component, in which honors students earn service-learning credit as student ambassadors for the program, speaking at local high schools and within non-honors classes at the college. Encourage students who are members of both EOP&S and honors to motivate their EOP&S peers by sharing their honors experience with them. Consider having peer advisors to help with honors recruitment.
 - Progress: Good. We incorporate Honors Program students in our outreach efforts at the college, such as Preview Day, and specifically promote other opportunities to Honors Program students.

b. Progress Made on Outcome Assessment: Honors Program Learning Outcomes

Semester Assessed	PLO	Target Missed/Gap Detected	Improvements Designed	When Reassessed
Spring 2013	Pursued topic(s) of independent research at an upper-division level, working beyond the topic and/or level of non-honors course study	Target: 75% Results: 87% (higher than target) Results were satisfactory; however, in the process of assessment, some gaps in specific honors courses were found and addressed in subsequent discussions with honors faculty. Need to assess any gaps between honors courses and honors contracts as this assessment combined honors work from	Reassess for consistency across all honors courses and honors contracts, maintaining consistent expectations and standards, regardless of how the student earns honors credit.	Spring 2015

		<p>both classes and contracts. Target can be raised, as more than ¾ of students earning honors credit should demonstrate the key program learning objectives.</p>		
Spring 2013	<p>Demonstrate competent upper-division-level work in at least one of the following areas (as relevant to the course subject):</p>	<p>Targets: 75%</p> <p>Results: while all are above the target, the numbers were lower than we had hoped to see. Targets could be raised. As above, gaps were identified in specific courses within the program and addressed with specific faculty. That pockets of weakness rather than program-wide problems were found is encouraging.</p>	<p>Reassess for across all honors courses and honors contracts, maintaining consistent expectations and standards, regardless of how the student earns honors credit.</p> <p>Improve assessment methods, such as comparing projects in contracts to classes and having more discussion about each of these expectations so we have more consistent assessments of these program learning outcomes.</p> <p>Eliminate honors courses that have a proven track record of poor success (English C101H).</p> <p>Restrict honors contracts in courses that may not meet honors requirements (HSC I C101).</p> <p>Work more closely with faculty teaching honors courses and contracts to maintain consistent standards.</p>	Spring 2015
	<ul style="list-style-type: none"> Articulating a sound argument 	<ul style="list-style-type: none"> Results: 79% (higher than target) 		
	<ul style="list-style-type: none"> Synthesizing and analyzing information from a variety of sources 	<ul style="list-style-type: none"> Results: 78% (higher than target) 		
	<ul style="list-style-type: none"> Effective research skills 	<ul style="list-style-type: none"> Results: 77% (higher than target) 		
	<ul style="list-style-type: none"> Quantitative reasoning 	<ul style="list-style-type: none"> Results: 100% (higher than target, but sampling too small to be reliable) 		



c. Progress Made on Department/Unit Strategies

Honors

1. We only had one stated goal: complete our assessment of program learning outcomes. The initial round will be finalized before the end of the year, which matches our intended timeline. Of the courses regularly offered as honors, most have been included in our PLO assessments, as have the courses where contracts have been completed: ADMJ C101, ART C106, BIOL C112, CHEM C113 and C223, ENGL C101 and C102, HIST C131, HSCI C101, LATN C102, MATH C121, MUSC C101 and C118, PHSC C125, PHYS C111, POLS C101, PSYC C101, and RUSS C202.

This assessment has led to a few changes: we have eliminated unsuccessful honors courses, have tried to remediate problem courses, and have restricted contracts. We need to reassess our assessment methods, scrutinize courses further, and look for disparities between contracts and classes to determine if there are any gaps between their effectiveness. We did two types of assessment methods: a pilot presentation on all contract students in Chemistry and a group reading of honors papers scored by multiple rubrics. The presentation on chemistry students drilled deeper than the paper reading, assessing all course learning objectives, while the paper rubrics only assess the specific program learning outcomes.

A few specific honors courses still need to be assessed or reassessed when they are offered next: HIST C103H, HIST C104H, HIST C132H, MATH C121H, and POLS C101H, PSYC C101H. With the exception of HIST C103H, which is not scheduled to be offered for several semesters, these courses will be assessed in the spring of 2014, as will additional honors contracts for the 2013-14 academic year.

2. Another strategy was to improve data collection so we could better assess our effectiveness in preparing students for transfer. We now track students from the time they enter the Honors Program through graduation from Cerro Coso, and we have attempted to track transfer rates through the development of a graduation application that asks students to list the universities they applied to, which had accepted them, what scholarships and awards they have been awarded, and which university they will attend. However, this internal measure does not provide complete tracking of transfer rates and awards since it relies on student compliance and occurs only at the time of graduation. We do not follow students through the completion of a university degree.
3. The growth in honors contracts has necessitated that the Honors Program Committee revisit its policies on these contracts, and several changes were made last year:
 - IWV students may not attempt contracts in courses that are regularly offered as honors
 - Any UC transferable course of three or more units is eligible for contracts (except those regularly offered as honors courses)
 - Fewer students not yet in the Honors Program were allowed to attempt honors contractsThis issue will be revisited every year for continual refinements.
4. Outreach efforts at Bishop and Mammoth were less successful than anticipated. We still need to expand the number of non-IWV students participating



in and completing the Honors Program, and we have had the most interest from ESCC. In the previous year, the Honors Program Coordinator met with the ESCC director and all ESCC full-time faculty and the counselor, and the results were good: several ESCC faculty worked on honors contracts with students, and the director, counselor, and full-time faculty understood the Honors Program well enough to promote the program to their students. As the next step, the Honors Program Coordinator conducted multiple face-to-face information sessions at Bishop and Mammoth (November 2012 and March 2013). The goal was to gather the faculty working on Honors contracts, these honors students, and the Honors Program Coordinator to meet with any students, faculty, staff, and parents interested in learning more about the Honors Program. These informational sessions were poorly attended, however, so this approach will need to be revisited and a more effective strategy developed.

d. Department/Unit Strategies for Next Academic Year

Strategy 1: Honors Program—Provide Progress Updates to All Honors Program Students

1. *College Strategic Objective(s) addressed: Objective 1.1: Increase percentage of students who successfully complete 12 units within one year.*
2. *Action Plan: The Honors Program Coordinator will look up and record each Honors Program student's cumulative GPA, number of honors units completed in courses and contracts, and number of honors units in progress. The Honors Program Counselor will then contact all Honors Program students with this information, letting students know their progress through the Honors Program and outlining any deficiencies and necessary remediation, such as improve GPA within one semester, see counselor for advising and creation of a plan to complete the Honors units, or enroll in honors course.*
3. *Measure of Success: All Honors Program students have received a progress notice. Improved communication between Honors Program and its students as measured by a more informed Honors Program student.*
4. *Expected Completion Date: Before priority registration begins in Fall 2014*
5. *Persons Responsible: Karee Hamilton and Christine Swiridoff*
6. *Which of the following is **primarily** true of this strategy? Choose one.*
 - It is designed to improve internal unit operations*
 - It is designed to increase student success*
7. *If the strategy is designed to increase student success, which of the following areas of the student experience does it address? Choose as many as*



apply.

- Intake Remediation First Year 2nd Year/Program Completion Post-Graduation

Strategy 2: Honors Program—Sustain Program Growth

1. College Strategic Objective(s) addressed: Objective 1.1: Increase percentage of students who successfully complete 12 units within one year. Objective 2.4: Increase student engagement annually as measured by the student participation rate and number of student activity and athletic opportunities offered.

2. Action Plan: Send out direct mailings to all Cerro Coso students eligible for the Honors Program. Follow these up with information sessions at IWV and using videoconferencing to connect to Bishop, Mammoth, and KRV. Work with site directors to promote the Honors Program and advertise these information sessions.

3. Measure of Success: Information sessions held at IWV, Bishop, Mammoth, and KRV

4. Expected Completion Date: Before priority registration begins in Fall 2014 and Spring 2015

5. Person Responsible: Christine Swiridoff

6. Which of the following is **primarily** true of this strategy? Choose one.

- It is designed to improve internal unit operations
 It is designed to increase student success

7. If the strategy is designed to increase student success, which of the following areas of the student experience does it address? Choose as many as apply.

- Intake Remediation First Year 2nd Year/Program Completion Post-Graduation

Strategy 2: Honors Program—Sustain Program Growth



1. College Strategic Objective(s) addressed: Objective 1.1: Increase percentage of students who successfully complete 12 units within one year. Objective 2.4: Increase student engagement annually as measured by the student participation rate and number of student activity and athletic opportunities offered.

2. Action Plan: Send out direct mailings to all Cerro Coso students eligible for the Honors Program. Follow these up with information sessions at IWV and using videoconferencing to connect to Bishop, Mammoth, and KRV. Work with site directors to promote the Honors Program and advertise these information sessions.

3. Measure of Success: Information sessions held at IWV, Bishop, Mammoth, and KRV

4. Expected Completion Date: Before priority registration begins in Fall 2014 and Spring 2015

5. Person Responsible: Christine Swiridoff

6. Which of the following is **primarily** true of this strategy? Choose one.

It is designed to improve internal unit operations

It is designed to increase student success

7. If the strategy is designed to increase student success, which of the following areas of the student experience does it address? Choose as many as apply.

Intake

Remediation

First Year

2nd Year/Program Completion

Post-Graduation

Strategy 3: Phi Theta Kappa—Participate in College Completion Corps Efforts

1. College Strategic Objective(s) addressed: Objective 1.1: Increase percentage of students who successfully complete 12 units within one year. Objective 2.4: Increase student engagement annually as measured by the student participation rate and number of student activity and athletic opportunities offered.

2. Action Plan: Involve Phi Theta Kappa students and Cerro Coso students in the College Completion Corps, which aims to encourage community college students to complete their intended program, earning either a certificate or a degree

3. Measure of Success: Greater student involvement in the College Completion Corps effort and greater student awareness of the benefits of completing



a certificate or degree

4. Expected Completion Date: Fall 2014

5. Person Responsible: Christine Swiridoff

6. Which of the following is **primarily** true of this strategy? Choose one.

- It is designed to improve internal unit operations
- It is designed to increase student success

7. If the strategy is designed to increase student success, which of the following areas of the student experience does it address? Choose as many as apply.

- Intake
- Remediation
- First Year
- 2nd Year/Program Completion
- Post-Graduation

STEP 3: SUBSTANTIATE REQUESTED RESOURCES (Note: All items must be prioritized.)

a. **1000 Category.** Please indicate below any requests for temporary or new permanent certificated positions. (Do not request adjunct instructors for normal teaching assignments as this is captured in the Academic Affairs division plan.)

Description	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	If a full-time faculty member is being requested, use the box below. Use this space to provide a detailed rationale for temporary certificated positions only. The rationale should refer to your unit's mission and goals, recent program review or SLO assessment gaps, planning assumptions, and/or the College's strategic plan.	Estimated amount of funding requested (temporary positions only)	Will this be one-time or on-going funding?	Funding Source (check <u>one</u>): G = General Fund, O = Other	
							G	O
Honors faculty stipends: honors contracts	College wide	1	3	Pay faculty an estimated \$270 per honors contract (less for multiple contracts). <u>Rationale:</u> By providing direct instruction, stipends support the Honors Program's mission to prepare students for transfer and to heighten students' educational experiences.	\$5,000.00	Ongoing	X	



Description	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	If a full-time faculty member is being requested, use the box below. Use this space to provide a detailed rationale for temporary certificated positions only. The rationale should refer to your unit's mission and goals, recent program review or SLO assessment gaps, planning assumptions, and/or the College's strategic plan.	Estimated amount of funding requested (temporary positions only)	Will this be one-time or on- going funding?	Funding Source (check <u>one</u>): G = General Fund, O = Other G O	
				Supports College's Strategic Plan by supporting both associate degree and transfer students, providing customized educational opportunities, and by supporting equitable student services college wide.				
Honors Program Coordinator stipend	College wide	1	3	Stipend plus benefits for Honors Program Coordinator. <u>Rationale:</u> Supports College's Strategic Plan by supporting both associate degree and transfer students, providing customized educational opportunities, and by supporting equitable student services college wide.	\$9,450.00	Ongoing	X	
Phi Theta Kappa Advisor stipend	College wide	1	3	Stipend plus benefits for PTK Advisor. <u>Rationale:</u> Supports Phi Theta Kappa's mission to recognize and encourage academic achievement of community college students and provide development opportunities through participation in leadership, honors, service, and fellowship. Supports College's Strategic Plan by supporting both associate degree and transfer students, providing customized educational opportunities, and by supporting equitable student services college wide.	\$3,076.77	Ongoing	X	

b. 2000 Category. Please indicate below any requests for temporary or new permanent classified staff. Include labor amounts only; benefits will be calculated separately.

Position Title	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this position	Salary Grade	Number of Months	Number of Hours per Week	Salary Amount	Funding Source (check <u>one</u>): G = General Fund, O = Other G O	
None requested	N/A	N/A	N/A	N/A	N/A	N/A	N/A		



c. 4000 Category. Use the space below to itemize and explain budget requests in the category of supplies and equipment.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source (check <u>one</u>): G = General Fund, O = Other	
							G	O
Supplies for Honors and PTK programs, plaques for honors program graduates, certificates, bulletin board, loaner grad regalia, and other needs for program members	College wide	3	3	Rationale: Supports Phi Theta Kappa's mission to recognize and encourage academic achievement of community college students and provide development opportunities through participation in leadership, honors, service, and fellowship. Supports the Honors Program's mission to prepare students for transfer and to heighten students' educational experiences. Supports College's Strategic Plan by supporting both associate degree and transfer students, providing customized educational opportunities, and by supporting equitable student services college wide.	\$500.00	Ongoing	X	

d. 5000 Category. Use the space below to itemize and explain budget requests in the category of service, utilities, and operating expenses.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source (check <u>one</u>): G = General Fund, O = Other	
							G	O
Honors travel: UCLA Transfer/TAP Conference	College wide	2	3	Travel for Honors Program Coordinator, Honors Program Counselor, and Honors Program students to UCLA Transfer/TAP Conference: meals, gas, and parking. Supports the Honors Program's mission to prepare students for transfer and to heighten students' educational experiences. <u>Rationale:</u> Supports College's Strategic Plan by supporting both associate degree and transfer students, providing	\$200.00	Ongoing	X	



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addresse d by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source (check <u>one</u>): G = General Fund, O = Other	
							G	O
				customized educational opportunities, and by supporting equitable student services college wide.				
Honors travel: HTCC Undergraduate Research Conference (UC Irvine)	College wide	2	3	Travel for Honors Program Coordinator and Honors Program students to UC Irvine for the HTCC Undergraduate Research Conference: meals, hotel, gas, conference registration fees, and parking. <u>Rationale:</u> Supports the Honors Program's mission to prepare students for transfer and to heighten students' educational experiences. Supports College's Strategic Plan by supporting both associate degree and transfer students, providing customized educational opportunities, and by supporting equitable student services college wide.	\$700.00	Ongoing	X	
Honors travel	College wide	2	3	Travel for Honors Program Coordinator and Honors Program Counselor to the TAP meetings: meals, gas, and parking. Attendance is required for the Cerro Coso Honors Program to maintain its partnership with UCLA and TAP. <u>Rationale:</u> Supports the Honors Program's mission to prepare students for transfer and to heighten students' educational experiences. Supports College's Strategic Plan by supporting both associate degree and transfer students, providing customized educational opportunities, and by supporting equitable student services college wide.	\$100.00	Ongoing	X	
Honors travel	College wide	2	3	Travel for Honors Program Coordinator and Honors Program Counselor to the HTCC meetings: meals, gas, and parking. Attendance is required for the Cerro Coso Honors Program to maintain its partnership with HTCC. <u>Rationale:</u> Supports the Honors Program's mission to prepare students for transfer and to heighten students' educational experiences. Supports College's Strategic Plan by supporting both associate degree and transfer students, providing customized educational opportunities, and by supporting equitable student services college wide.	\$100.00	Ongoing	X	



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addresse d by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source (check <u>one</u>): G = General Fund, O = Other	
							G	O
Honors Program graduate banquet	College wide	1	3	The spring banquet honors the year's Honors Program graduates. <u>Rationale:</u> Supports the Honors Program's mission to prepare students for transfer and to heighten students' educational experiences. Supports College's Strategic Plan by supporting both associate degree and transfer students, providing customized educational opportunities, and by supporting equitable student services college wide.	\$1,000.00	Ongoing	X	
Phi Theta Kappa induction ceremony	College wide	1	3	A PTK induction ceremony is required for its new members. We do one a year rather than one a semester to keep costs down. <u>Rationale:</u> Supports Phi Theta Kappa's mission to recognize and encourage academic achievement of community college students. Supports College's Strategic Plan by supporting both associate degree and transfer students, providing customized educational opportunities, and by supporting equitable student services college wide.	\$400.00	Ongoing	X	
Honors Program HTCC membership dues	College wide	1	3	Honors Program has membership dues for some partnerships. This covers the annual dues for the Honors Transfer Council of California (HTCC), our main partner, and is essential for our transfer agreements and other benefits to our students through HTCC, including access to scholarships and research opportunities. <u>Rationale:</u> Supports the Honors Program's mission to prepare students for transfer and to heighten students' educational experiences. Supports College's Strategic Plan by supporting both associate degree and transfer students, providing customized educational opportunities, and by supporting equitable student services college wide.	\$100.00	Ongoing	X	

e. 6000 Category. Use the space below to itemize and explain budget requests in the category of capital outlay.



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source (check <u>one</u>): G = General Fund, O = Other G O	
None requested	N/A	N/A	N/A	N/A	N/A	N/A		

STEP 4: ATTACH COMPLETED BUDGET WORKSHEET (provided separately)